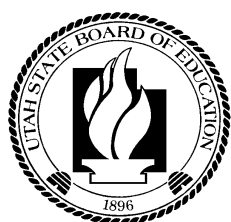


**The Report of the
Accreditation Visiting Team**

**Washington High School
956 20th Street
Ogden, Utah 84401**

April 2, 2008



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Washington High School
956 20th Street
Ogden, UT 84401**

April 2, 2008

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Brenda Hales, Associate Superintendent

**Lynne Greenwood, Director
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education.....	iii
Ogden City School District Board of Education and District Administration.....	1
Washington High School Administration and Staff	2
Washington High School Mission Statement, Belief Statements, and DRSLs	3
Members of the Visiting Team	5
Visiting Team Report.....	6
Chapter 1: School Profile.....	6
Suggested Areas for Further Inquiry.....	7
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards.....	7
Mission, Beliefs and Desired Results for Student Learning (DRSLs).....	7
Curriculum	8
Instruction	9
Assessment.....	10
Chapter 3: NAAS Support Standards.....	12
Leadership and Organization	12
School Services	13
Facilities and Finances	13
Chapter 4: NAAS School Improvement Standard	13
Chapter 5: Community Building.....	15
Chapter 6: Major Commendations and Recommendations of the Visiting Team	16

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 2, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Washington High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Mitch Wilcox is also commended.

The staff and administration are congratulated for their desire for excellence at Washington High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Washington High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

UTAH STATE BOARD OF EDUCATION

250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

District 1

Teresa L. Theurer
33 Canterbury Ln
Logan, UT 84321
Phone: (435) 753-0740

District 6

Michael G. Jensen
4139 S Aubrey Ln
West Valley City, UT 84128
Phone: (801) 968-5960

District 11

Bill Colbert
14866 Village Vista Dr.
Draper, UT 84020
Phone: (801) 572-1608

District 2

Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 7

Randall A. Mackey
1172 East 100 South
Salt Lake City, UT 84102
Phone: (801) 582-4237

District 12

Mark Cluff
645 West Hubbard Cir
Alpine, UT 84004
Phone: (801) 756-7623

District 3

Richard Moss
3514 E Fairway Cir
Spanish Fork, UT 84660
Phone: (801) 787-1676

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 13

Thomas Gregory
1037 S 290 W #D
Provo, UT 84601
Phone: (801) 607-4702

District 4

Richard Sadler
875 Edgewood Dr.
Ogden, UT 84403
Phone: (801) 479-7988

District 9

Denis R. Morrill
6024 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334

District 14

Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 10

Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Josh M. Reid*

201 S Main St. Ste 1800
Salt Lake City, UT 84111
Phone: (801) 536-6787

Rosanita Cespedes*

1470 S 400 E
Salt Lake City, UT 84115
Phone: (801) 466-7371

Cyndee Miya**

1833 Ridge Road
Layton, UT 84040
Phone: (801) 546-4830

Patti Harrington
Executive Officer

Twila B. Affleck
Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

7/25/2007

OGDEN CITY SCHOOL DISTRICT

BOARD OF EDUCATION

Don E. Belnap	President
Joyce Wilson	Vice-President
Christina Morales	Member
Brad Smith	Member
Jennifer Zundel	Member
Rick Noorda	Member
John Gullo	Member

ADMINISTRATION

Noel Zabriskie	Superintendent of Schools
DiAnne Adames	Special Education
Chad Carpenter	Benefits Administrator
Donna Corby	Community Relations
Eugene N. Hart	Business Administrator
Gary Reed	School Foods/Purchasing
Rich Moore	Curriculum
Bruce Penland	Secondary Education
Brenda Ruffier	Human Resources
Reed Spencer	Elementary Education
Don Thompson	Student Data/Technology
Ronald Worwood	Operations and Grounds

WASHINGTON HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Mitch Wilcox Principal

Counseling

Jerry Ingasbe Counselor

Support Staff

Mary Wurm..... Head Secretary
Neidra Merrill Counseling Office Secretary
Cheryl Price. Computer Lab Assistant
Julie Tovar Staff Assistant
Sharlotte Fletcher..... Child Development Aide
Kathleen Jensen Child Development Aide
LeAnn Waters Head Chef
Ron Tesch Head Custodian
Dale Fronk Student Resource Officer

Faculty

David Anderson
Susan R. Ashby
Evelyn Brown
Sue Burnham
Lynn Davis
Chris Fife

Jalair Finlinson
Elizabeth Graham
Kit Hunter
Robyn Jessop
Katie Kilts
Teresa Ladly

Brad Meyer
Jenny Rawson de Venegas
Joby Reese
David L. Smith
BriAnn Thurston

WASHINGTON HIGH SCHOOL

MISSION STATEMENT

The mission of Washington High School is to provide their students multiple non-traditional educational opportunities to accommodate differences, develop life skills, and promote learning.

BELIEF STATEMENTS

Washington High School believes:

- Each student is a valued individual with unique intellectual, social, emotional, and physical needs and that education is a partnership among students, family, school and community.
- Students need alternatives to conventional education as well as occupational and social skills to prepare them for success.
- Reading, Writing and Numeracy are the cores of the educational experiences and that Competency-based Education is demonstrated by student mastery.
- Providing a safe environment for students and staff and that through modeling positive relationships and mutual respect, we empower students to become more responsible citizens.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Students will use writing with each content area as a process to demonstrate understanding of curriculum concepts.
2. Integrate all disciplines to enhance Reading, Writing, and Numeracy skills to improve test taking success and increase the number of students taking and passing the UBSCT and other mandated tests.
3. Increase the enrollment, attendance and credit earning opportunities for students.
4. Create more involvement and communication opportunities with parents regarding all facets of their students' education.

5. Create additional nontraditional opportunities for student learning and increase student vocational educational and technology opportunities.

Date of Visit: April 2, 2008

MEMBERS OF THE VISITING TEAM

Ted P. Lovato, Accreditation Consultant, Utah State Office of Education, Visiting
Team Chairperson

Kristopher Cary, Landmark High School, Nebo School District

Dan Barney, South Ogden Junior High School, Weber School District

VISITING TEAM REPORT

WASHINGTON HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

In the fall of 1987, Ogden City School District and Weber School District joined forces to unite their alternative high schools; thus, Washington High School came to being. The two districts combined resources to support the new program. The school was located at 3279 Washington Blvd., in a two-story building that could support 700-800 students at any given time. The school followed the Ogden City School District's calendar, code of conduct, credit requirements, and other key administrative and essential operating guidelines.

In the summer of 1998, Washington High School moved from its original campus on Washington Blvd. to the Ogden City School District campus, where the school currently exists in two buildings. In the fall of 2004 the two districts decided to split, and Weber School District made the decision to create its own alternative high school, Two Rivers High School. Washington High School currently receives students from Ben Lomond High School and Ogden High School. The school can serve a maximum of 300 at-risk students, and is usually full at any given time. The school operates an a.m. program, a Day School, and a Night School. It also has a Young Mothers program, with a fully staffed nursery where the students work closely with their babies.

a) What significant findings were revealed by the school's analysis of its profile?

The Visiting Team found that Washington High School used the appropriate processes when considering the school's current profile and the new direction the school would like to head in the future. The Visiting Team were able to see directly through classroom observations, interviews with students, faculty, and staff members that this school was providing an educational service to students that was missing, for them personally, at their previous schools.

b) What modifications to the school profile should the school consider for the future?

The Visiting Team felt that the school profile was significant in nature. The school profile was easy to follow and allowed the Visiting Team the opportunity to see the results of their findings within the document.

The Visiting Team discovered, in the profile, that this school offers a diversification of programs in order to meet the individual needs of the at-risk student. The programs were outlined and showed the character and value of each program's unique design.

- c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The Visiting Team felt strongly that the school did an excellent job of portraying where the school currently is in terms of providing educational services to at-risk students within Ogden School District, and in the many challenges they will confront now and in the future. Furthermore, Washington High School realizes its has minimal input from parents and has a proactive approach to making communication with parents a priority in the future.

Suggested Areas for Further Inquiry:

- The Visiting Team feels that the school needs to hold more open houses and/or start a monthly newsletter that could be sent out to parents of the students of Washington High School.
- The Visiting Team suggests that the school administration use specific in-service training opportunities in order to train incoming teachers to the school. Teachers of at-risk students are of a special ilk, possessing special skills. Washington High School should allow students more of a voice in the educational options offered at the school.

**CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS
(NAAS) TEACHING AND LEARNING STANDARDS**

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The Visiting Team feels that Washington High School's mission statement truly defines the mission of the school. The belief statements align with the DRSLs and mission statement and show the direction the school is heading. The DRSLs are posted throughout the school and show a good direction that will lead to success for the students and staff involved with this school.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The Visiting Team feels that the school's mission statement and beliefs do, in fact, align with the school's DRSLs. The DRSLs have a direct relationship to the school's mission and beliefs. It became evident, when the Visiting Team observed the interaction between the students and staff members of this school, that the staff believes in an alternative way of teaching these at-risk youth.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

The Visiting Team observed the use of writing across the curriculum and collaborations within departments to meet the writing DRSL. The Visiting Team further observed the outreach program of this school, which reaches out to those students who would otherwise have dropped out of school and invites them back to attend Washington High School. The collaboration with the local technology college allows students to access vocational opportunities while attending this particular high school.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The Visiting Team was thoroughly impressed with this school's ability to use the DRSLs to guide the school's future. The team observed directly the overall influence the DRSLs on the culture of the school, how the faculty interacted with the students, and how the students were able to feel like part of a family through the decisions of the leadership and faculty of this school. In addition, the DRSLs are adapted to meet the unique and challenging needs of the at-risk student.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team observed the orientation process that all incoming students are required to complete. Within this class, the students are required to complete concepts associated with the Utah Life Skills core in order to gain a school schedule. The collaboration between departments is incredible; there is a great deal of hands-on learning and experiential education at this school. This hands-on learning is then translated into the English courses by requiring the students to write their findings in a written report to the school.

- b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

The Visiting Team feels that Washington High School does a great job of meeting individual students' needs. Furthermore, much of the curriculum is individualized, with enhanced mini lessons on a daily basis. The many specialized student programs that assist students to succeed in their education by offering a wide diversification of programs are to be applauded.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team feels that the teaching staff collaborates across the curriculum to allow for greater student learning, and aligns with the school's DRSLs. It is clearly stated and understood that integrating all disciplines to enhance reading, writing, and numeracy skills and improve test-taking success is a high priority.

- d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

The Visiting Team feels that the initial assessment during the week-long orientation allows the staff to meet the needs of individual students. Furthermore, the school allows students to move at their own pace and then take the course assessments in order to receive academic credit.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

The Visiting Team observed a variety of teaching strategies that allow for student success. Experiential education, hands-on learning, life skills training, and self-paced curricula allow students to progress at their own pace. In addition, the diversification of the seven programs offered to meet individual needs enhances student learning.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The Visiting Team observed teaching strategies that focus on reading, writing, and mathematics, and that allow the school's DRSLs to be met within each individual classroom. The administration needs to investigate ways to offer more in-depth and meaningful professional staff development that focuses on best practices and other areas for educating at-risk students.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers*

to develop and improve their instructional strategies that support student learning?

The Visiting Team observed that teachers who are in their first year at Washington High School bring in new and fresh ideas rooted in best practices. Many of the new teachers have enhanced the educational opportunities of the school by providing an opportunity for shared growth with all faculty members. As stated above, there is a need for more in-depth and meaningful professional staff development guided by the instructional needs of the at-risk population of Washington High School.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

The Visiting Team believes that the diversification model used by Washington High School works for the students attending the school. However, given the nature of this program, the teachers are often teaching multiple subjects at the same time. The teachers are endorsed in certain academic areas, with many of them attaining endorsements in a variety of subject areas.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

The Visiting Team observed the use of much technology, and multimedia materials were also evident. The school uses the PLATO credit make-up system for students who need additional academic credits. Additionally, the use of computers within each subject area was observed by the Visiting Team members.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The norm at Washington High School is for each teacher to explicitly state to each student what the expectations of the course will be and how he/she will be assessed. The Visiting Team agrees with the decision of the teachers, administration, and faculty to develop plans that investigate more than one way for a student to demonstrate competency.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

Teachers use both formative and summative assessments. Assessments in each course are directly linked to specific learning goals. Sixty-two percent of students indicated that they want tests to both teach and measure the degree of learning. For students who do not perform well on an assessment, several additional opportunities are given. It is recommended that more skills be taught in the week-long student orientation that focuses on test-taking strategies to help students overcome test-taking anxiety.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

Teachers use district-developed “block assessments” for many of the courses at Washington High School. In addition, Washington High teachers use state and national standardized tests for assessment. It was unclear to the Visiting Team how the data gleaned from these assessments are used to improve instruction. Teacher-developed tests include true/false, multiple-choice, fill-in-the-blank, matching, oral exam, and essay questions, as well as demonstration and performance.

- d) *To what extent does the school’s professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

This appears to be a weakness, and goals should be established to design effective and valuable in-service opportunities that look at best practices.

The school did offer a valuable 16-hour training entitled “Respecting Ethnic and Cultural Heritage” that presented evidence of the need for fair assessments that avoid bias and distortion. Twenty-three percent of Washington High School students reported feeling that assessments used had bias or distortion.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

The school action plans indicate that such data as that provided by the counseling staff, state test scores, student attendance data, credit acquisition, data from an ongoing drug survey, and data from the Indicators of School Quality (ISQ) instrument will be used to measure organizational agreement on the DRSLs.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

The leadership of Washington High School takes a highly noticeable role in promoting quality instruction. It is clearly evident that the principal has utilized key staff members (counselor, department heads, and veteran teachers) in the process of defining what Washington High is and the configuration that it should take as an alternative high school in the public education system. The principal has a definite vision of the direction that the school should pursue. He has presented this vision to his staff in an amicable fashion, and the staff has bought into it. The school now radiates a shared vision of the objective of the school's mission.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The school leadership supports the ongoing use of a week-long orientation class that all incoming students complete. Additionally, it is evident that, through the use of pretesting and referring data, Washington High School has a solid foundation of varied learning strategies. The mission statement is an accurate reflection of the objectives and goals of Washington High School.

- c) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The leadership of the school clearly demonstrates a management style that is wholesome and inviting, both for the staff and students. Students and teachers feel safe at this school. Upon first glance at the school's cosmopolitan population, this may seem a bit farfetched; however, in general, students are happy to be at Washington High School—they attend school and have found a safety net in their somewhat troubled lives. The staff shows a genuine interest in the success of students, and the students show a real and noticeable gratitude for the role teachers play in the daily success they are achieving.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

Because of the demographic population of Washington High School (alternative school for an inner-city school district) the school has had difficulty in developing a group of stakeholders. The district is certainly supportive, the staff members (and, in some cases, their spouses) are involved, and the school is in an ongoing process of developing business partnerships throughout the community. The school leadership is making a concerted effort to increase parent involvement and is incorporating such successful efforts as the Student of the Month program, where the chosen student is videotaped receiving his or her award and the recording is shown repeatedly on the local government-access television station.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

The week-long orientation class is the first line of evidence that students have an adult in whom they can turn to in need of support. The counseling center is an inviting environment for students where they know that they have support. The school's principal is aware of all students and their needs, and shows continual support. Students understand the role each adult has in the school, and they are familiar with the processional chain of adults that may assist them in problem solving. Students interviewed felt that the staff was one of the best attributes of Washington High School.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah*

accreditation/school improvement process, that is reviewed and revised on an ongoing basis?

This school has thoroughly developed and implemented a comprehensive school improvement plan. The administration and staff have identified areas needing improvement in the school and have made strides to put in place definite benchmarks for student achievement. The students know what is expected of them, both as students and citizens of the school community, and the staff makes certain that the students are held accountable and are on a continual path toward graduation.

- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The teachers and staff at Washington High School address the diverse learning needs of students through independent work in each classroom, with commitment to the principle that all students can learn the material. The curriculum is based on state standards, and essential knowledge and skills are identified.

- c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

Washington High School is very committed to the school-wide action plan. The staff is continually involved in departmental procedure and follow up that shows significant development in addressing the critical areas.

The Visiting Team believes that specific leaders should be named for each of the action plan steps in order to create a higher degree of accountability.

- d) To what extent does the school create conditions that support productive change and continuous improvement?*

Washington High School has implemented programs that show healthy school improvement. Most significant is the creation of the cosmetology class that allows students to complete 600 hours of state class work toward the certification in cosmetology. The orientation class previously mentioned is another example of this healthy improvement.

- e) What significant progress has been made in implementing the original action plan since the last full visit?*

Washington High School has continually progressed in achieving the recommendations from the 2001 accreditation visit. The school has made strides toward losing the reputation of being a “drug school,” according to the data kept

and maintained. Additionally, Washington High School has sought to create a greater variety of academic opportunities, and focused on vocational training opportunities, and has increased the number of students who are on track to graduate. Washington High School now perceives itself as a quality institution that is living up to the claims made in its mission statement. In addition, there is a new and highly competent administrator who has hired six new staff members to add strength to the overall program.

- f) *What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?*

The recommendations of the 2001 visit are being addressed through the use of resources from local law enforcement programs, and the school is in an ongoing state of implementing vocational programs on campus that are an extension of the local vocational center. The administration and staff are genuinely concerned about students' well being, and show a high level of interest in having all students succeed at least to the point of high school graduation. Some seniors at Washington High School are proud to announce that they are "breaking the chain" and are the first in their families who will graduate from high school.

CHAPTER 5: COMMUNITY BUILDING

- a) *To what extent does the school foster community building and working relationships within the school?*

Washington High School is the alternative high school organization within the Ogden City School District. Ogden has a diverse culture, as evidenced by the graphs reflected in the school's self-study document. Inner City Ogden has many transient and struggling families, as well as many single-parent and mixed families. Poverty is quite evident. From these areas come the majority of Washington High School's students and the many challenges they present. A major challenge for the Washington High School staff is to involve families in their students' educations, and even though many of these families have an interest in their students' progress, they do not have sufficient time (due to multiple jobs), energy, or experience to be able to take an active role in their students' education. Complicating matters is the high mobility rate of the Washington High students.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Washington High School is actively involved in providing educational growth for all students in areas both in and out of the classroom. It is felt that life skills are

critical to the success of all students, whether they graduate or not. As the school continues to partner with the Community Council and include more resources that are critical to the needs of the at-risk students, it continues to bring its diverse nature to the effort. Representatives from the Division of Child and Family Services and the Ogden Police Department Gang Unit offer insights into the specific characteristics of many of the Washington High School students.

In addition, the school partners with the Ogden Weber Applied Technology College (OWATC) to bring opportunities and training to the students and prepare them to be skilled and productive citizens. The school currently has three OWATC instructors on the faculty, who are highly valued.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The school is challenged by a lack of strong parental involvement, and realizes this must remain a high priority. As a result, implementing a collaborative self-study process on behalf of students remains a daunting challenge.

The school already works with several community organizations to offer assistance and support to students and their families; however, Washington High School seeks a community business partner “to take Washington High School under its economic wing.”

- d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

It is apparent to the Visiting Team that the school could market itself to the community in a stronger fashion. The school has a negative reputation, but after spending one day with the students, faculty, staff and administration, the Visiting Team felt Washington High School has many positives to share with the community to a considerable extent.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the Ogden School Board of Education and district administration for the continued support given to Washington High School in the education of at-risk students through a program that offers a variety of alternative resources in which students can succeed and thrive. It is the opinion of the

Visiting Team that Washington High School is vital to the future success of Ogden School District's diverse at-risk population.

- The Visiting Team commends the staff and administration of Washington High School for creating an atmosphere of acceptance, caring, and, a safe environment where students feel welcomed and valued. The school staff and its administration have demonstrated a focused vision of what Washington High School should be, and is showing commitment to that end.
- The Visiting Team commends Washington High School for creating, through a variety of efforts, an environment of zero tolerance for any kind of gang activity, which supports the safe school environment espoused in the school's belief statement.
- The Visiting Team commends Washington High School for its student programs, and for creating a variety of options for students to gain credits through flexible scheduling. The Visiting Team further commends this school for making these diverse programs individualized in nature, allowing students to progress at their own pace in order to be successful and to graduate.
- The Visiting Team commends Washington High School for its innovative approach to the week-long orientation class that helps students acclimate to their new school by learning expectations and developing relationships with teachers and administrators. This program enables students to gain the skills necessary for future success at Washington High School
- The Visiting Team commends Washington High School for its proactive approach to reaching out to students who have left other high schools. The Visiting Team further commends Washington High School for using current students to help identify other students who have left school and are at risk of dropping out of the educational system completely.

Recommendations:

- The Visiting Team recommends that the Ogden City School District's Board of Education continue to offer the Young Mother's Program. It is the opinion of the Visiting Team that this program is very effective in its present environment, and that it should remain at the Washington High School campus because of its unique alternative disposition. The Visiting Team believes that, by its remaining at Washington High, the program will be strengthened and a much-needed constancy will be maintained.
- The Visiting Team recommends that Washington High School strive to include more parental involvement in the school by exploring additional inclusionary opportunities for parents and the Washington High School community. The

Ogden community must be made aware of the many pertinent and positive contributions Washington High School is making for Ogden's at-risk teenage population.

- The Visiting Team recommends that Washington High School continue to strengthen the quality of its faculty by providing ongoing in-service and exploring best practices opportunities. Additionally, the Visiting Team recommends that the principal seek out personnel who embrace the alternative education philosophy and share the vision of that philosophy.